

A J Lewis Greenview Elementary

726 Easter Street
Columbia, South Carolina 29203

Grades	PK-5 Elementary School	
Enrollment	473 Students	
Principal	Delores W. Gilliard	803-735-3417
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	29	82	22

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Good	Yes
2005	Average	Unsatisfactory	Yes
2006	Below Average	Unsatisfactory	Yes

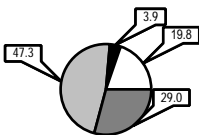
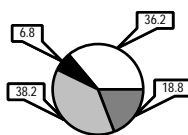
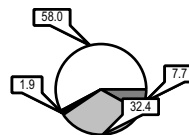
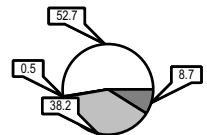
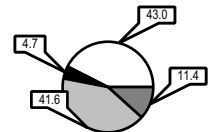
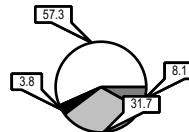
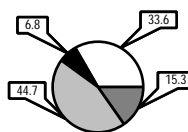
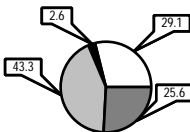
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	227	97.4	18.9	47.3	29.9	4.0	49.3	Yes	Yes
Gender									
Male	111	95.5	24.7	47.4	25.8	2.1	41.2	N/A	N/A
Female	116	99.1	13.5	47.1	33.7	5.8	56.7	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	224	97.3	18.6	47.2	30.2	4.0	49.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	203	99.5	17.5	47.0	31.7	3.8	52.5	N/A	N/A
Disabled	24	79.2	33.3	50.0	11.1	5.6	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	227	97.4	18.9	47.3	29.9	4.0	49.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	227	97.4	18.9	47.3	29.9	4.0	49.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	198	97.0	19.5	48.9	30.5	1.1	46.0	Yes	Yes
Full-pay meals	29	100.0	14.8	37.0	25.9	22.2	70.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	227	99.6	35.9	38.3	18.9	6.8	35.0	Yes	Yes
Gender									
Male	111	99.1	36.6	39.6	13.9	9.9	35.6	N/A	N/A
Female	116	100.0	35.2	37.1	23.8	3.8	34.3	N/A	N/A
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	224	99.6	35.8	38.2	19.1	6.9	35.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	203	99.5	31.1	40.4	20.8	7.7	38.8	N/A	N/A
Disabled	24	100.0	73.9	21.7	4.3	0.0	4.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	227	99.6	35.9	38.3	18.9	6.8	35.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	227	99.6	35.9	38.3	18.9	6.8	35.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	198	99.5	39.1	38.5	16.8	5.6	31.3	Yes	Yes
Full-pay meals	29	100.0	14.8	37.0	33.3	14.8	59.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	227	99.6	57.8	32.5	7.8	1.9	9.7
Gender							
Male	111	99.1	62.4	31.7	4.0	2.0	5.9
Female	116	100.0	53.3	33.3	11.4	1.9	13.3
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	224	99.6	57.8	32.8	7.8	1.5	9.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	203	99.5	53.6	36.1	8.2	2.2	10.4
Disabled	24	100.0	91.3	4.3	4.3	0.0	4.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	227	99.6	57.8	32.5	7.8	1.9	9.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	227	99.6	57.8	32.5	7.8	1.9	9.7
Socio-Economic Status							
Subsidized meals	198	99.5	62.0	29.1	7.3	1.7	8.9
Full-pay meals	29	100.0	29.6	55.6	11.1	3.7	14.8

Social Studies							
All Students	227	99.1	52.2	38.5	8.8	0.5	9.3
Gender							
Male	111	99.1	53.5	37.6	8.9	0.0	8.9
Female	116	99.1	51.0	39.4	8.7	1.0	9.6
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	224	99.1	52.2	38.9	8.4	0.5	8.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	203	99.0	50.0	39.6	9.9	0.5	10.4
Disabled	24	100.0	69.6	30.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	227	99.1	52.2	38.5	8.8	0.5	9.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	227	99.1	52.2	38.5	8.8	0.5	9.3
Socio-Economic Status							
Subsidized meals	198	99.0	55.6	38.8	5.6	0.0	5.6
Full-pay meals	29	100.0	29.6	37.0	29.6	3.7	33.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	79	100.0	14.7	33.3	38.7	13.3	52.0
	4	76	100.0	26.4	50.0	23.6	0.0	23.6
	5	91	100.0	31.6	59.5	8.9	0.0	8.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	71	97.2	3.2	41.3	49.2	6.3	55.6
	4	79	96.2	18.7	50.7	25.3	5.3	30.7
	5	77	98.7	34.9	49.2	15.9	0.0	15.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	79	100.0	25.3	40.0	32.0	2.7	34.7
	4	76	100.0	43.1	40.3	9.7	6.9	16.7
	5	91	100.0	49.4	40.5	7.6	2.5	10.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	71	100.0	24.6	44.6	24.6	6.2	30.8
	4	79	98.7	28.6	44.2	20.8	6.5	27.3
	5	77	100.0	56.3	25.0	10.9	7.8	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	79	100.0	41.3	48.0	9.3	1.3	10.7
	4	76	100.0	54.2	34.7	8.3	2.8	11.1
	5	91	100.0	73.4	25.3	1.3	0.0	1.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	71	100.0	55.4	38.5	6.2	0.0	6.2
	4	79	98.7	48.1	36.4	13.0	2.6	15.6
	5	77	100.0	71.9	21.9	3.1	3.1	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	79	100.0	29.3	48.0	14.7	8.0	22.7
	4	76	100.0	36.1	52.8	11.1	0.0	11.1
	5	91	100.0	65.8	32.9	1.3	0.0	1.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	71	100.0	26.2	55.4	16.9	1.5	18.5
	4	79	97.5	56.6	35.5	7.9	0.0	7.9
	5	77	100.0	73.4	25.0	1.6	0.0	1.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 473)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.3%	Up from 0.8%	3.9%	2.8%
Attendance rate	97.5%	Up from 96.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%	Down from 2.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.8%	0.0%	0.0%
Eligible for gifted and talented	10.4%	Up from 6.4%	5.1%	10.4%
On academic plans	51.0%	N/AV	46.0%	33.6%
On academic probation	47.9%	N/AV	1.6%	1.0%
With disabilities other than speech	2.8%	Down from 4.1%	7.1%	7.5%
Older than usual for grade	0.2%	No change	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	77.8%	Up from 70.3%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	24.1%	N/A	4.0%	2.4%
Teachers with emergency or provisional certificates	2.9%	No change	0.0%	0.0%
Teachers returning from previous year	94.4%	Down from 94.5%	85.2%	87.3%
Teacher attendance rate	94.8%	Down from 95.9%	94.7%	94.9%
Average teacher salary	\$50,793	Up 5.0%	\$41,445	\$42,485
Prof. development days/teacher	13.2 days	Up from 9.4 days	13.5 days	13.3 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	16.9 to 1	18.6 to 1
Prime instructional time	89.5%	Down from 91.5%	88.9%	89.7%
Dollars spent per pupil*	\$8,695	Up 30.9%	\$7,214	\$6,557
Percent of expenditures for teacher salaries*	67.8%	Down from 73.4%	61.7%	64.0%
Percent of expenditures for instruction*	83.7%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

A.J. Lewis Greenvew Elementary School made significant progress during the 2005-2006 school year.

This school year teachers in K-3 continued the implementation of best practices as outlined in the Reading First Grant to ensure that all students are successful readers by third grade. Teachers completed their second year working collaboratively in professional learning group sessions to assist teachers in building a common focus on student learning, designing better tests, and identifying curriculum areas needing attention to improve student achievement. The school continued its partnership with Palmetto Health and the USC Department of Pediatrics to promote healthy eating habits and improve daily exercise for all students. Other highlights include two Odyssey of the Mind teams winning first place honors at the state competition and qualifying to compete in the World Finals Competition for the fifth consecutive year; and several students placing in the district's Visual Literacy Awards competition.

Test results indicated a need to focus additional efforts upon developing students' skills in social studies and science. Therefore, teachers continue to share effective social studies and science strategies at faculty meetings and during staff development activities.

The math period was extended to allow students time to practice and apply learned skills. Additionally, we use Success Maker, a computerized program, to assist students in reading and math. The implementation of our leveled book room provides a wide selection of leveled texts to meet students' reading needs. The concept of providing leveled text to improve students' reading achievement was extended to grades four and five with the 100 Book Challenge program.

Other interventions offered in the school include after-school improvement classes in math, reading and writing; retired teachers working with identified students in grades 3-5 during the regular school day; focusing upon raising academic achievement in math and reading; CD and kindergarten students using Breakthrough to Literacy to develop the skills necessary to become competent readers; first, second and third graders receiving small-group literacy instruction; and incorporating flexible grouping throughout the school to assist students experiencing difficulty with identified skills.

Challenges continuing to face our school include drastic changes in our community demographics; single parents or extended family members heading households; and a growing number of grandparents serving as the primary caregivers to students attending the school. Our overall goal is to focus efforts upon better serving the school's changing community.

Delores Gilliard, Principal
Carlos Primus, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	70	57
Percent satisfied with learning environment	100.0%	77.6%	78.2%
Percent satisfied with social and physical environment	100.0%	75.7%	82.1%
Percent satisfied with school-home relations	94.3%	81.4%	76.8%

*Only students at the highest elementary school grade level at this school and their parents were included.